

INSS 3302/5302
Seminar in Intelligence and National Security

Fall 2016
Wednesday: 6:00–8:50 p.m.
UGLC 210

Instructor

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Description

This class introduces students to the theory, practice and history of intelligence and national security. The general approach taken is to examine the role of intelligence and security services through historical case studies and a focus on specific intelligence functions and disciplines. This seminar covers the practice of intelligence and clandestine activity in the 20th and early 21st century with particular reference to US, British, Soviet/Russian, and Israeli intelligence services. The course aims to introduce students to intelligence studies as a relatively new field of serious academic intellectual inquiry, including its varied historiography, its strengths and weaknesses as an academic subject, and its broad multi-disciplinary foundation. Students will have the opportunity to study and discuss the fundamental issues and challenges facing democracies and their intelligence services around the world.

Learning Objectives

This is a combined undergraduate and postgraduate seminar in which students are expected to independently research the topics covered in the seminar and to form their own opinion. The course uses a conceptual approach to the study of intelligence to enable students to think critically about the uses and limitations of intelligence in the contemporary world.

On completion of the course, students should be able to:

- Analyze the role and limits of intelligence in key aspects of national security policy-making;
- Evaluate the efficacy, legality and morality of intelligence activities;
- Demonstrate understanding of the relationship between intelligence producers and consumers;
- Demonstrate understanding of the reasons for intelligence failures and how lessons can be learnt from previous mistakes;
- Demonstrate understanding of the relationship between intelligence and counter-intelligence; and,
- Recognize and evaluate the challenges facing intelligence services in the contemporary world.

Required Readings & Course Material

There is one basic textbook that is required for this course. Students should purchase this book and read the relevant sections as assigned every week. Additional readings consisting of journal articles and webpages can be found in the Blackboard Learn system. These are listed on the course calendar below.

- Mark Lowenthal. 2014. *Intelligence: From Secrets to Policy*. 6th Edition. Washington DC: CQ Press. ISBN-13: 978-1608716753.

Assignments

Attendance & Participation (15% of grade). Although lectures comprise a part of this class, it is my intention to also emphasize discussion. Because discussion is impossible without your presence, attendance is expected. Roll will be taken randomly throughout the semester. If you are unavoidably late, please inform me at the end of class so that you receive credit for your attendance.

The lectures should not simply be a matter of the professor dispensing information onto passive students. Students are therefore expected to engage with the lectures by asking questions, responding to prompts, providing thoughtful analysis, etc.

At the start of the semester, I will divide the class into groups. For part of each class session, these groups will discuss the course readings, using discussion questions that I provide. I will “make the rounds” during these discussions, ensuring that they remain on course. Evidence that students are not undertaking the readings or are free-riding off the efforts of others in their group will result in a grade reduction. After these group sessions, we will discuss the readings as a class.

My hope is that the classroom will have an atmosphere in which ideas and opinions will be welcomed and addressed. As such, please note that you will be graded on a number of criteria beyond simple participation, under the rubric of “professionalism,” and as such you are expected to act in a professional manner.

Finally, there will be simulations occurring periodically throughout the course. Your participation in these simulations is required to secure your participation grade.

To these ends, attendance and participation are worth 15% of your grade. Your base attendance and participation grade will be based upon the proportion of times I take attendance and you are in class. Then, I will adjust that grade up or down depending on your participation. To maximize this part of your grade, it is highly recommended that you come to class prepared (e.g., having done the assigned readings) and be willing to participate. Merely showing up and occupying a seat will not constitute full participation.

Other ways to lose participation points include but are not limited to: being a disruption to others (e.g., side conversations with friends, reading for other classes, texting, browsing the internet), leaving class early without my explicit prior approval, repeatedly failing to answer a question if called upon, and not participating in classroom discussions and exercises in a productive manner.

Please note that leaving class before it is dismissed and then not returning is extremely rude. Perhaps most importantly, it is highly disrespectful to the learning environment of your fellow students. If you engage in any of these behaviors, you will be marked as absent for the day. If you must leave class early, please obtain my explicit prior approval.

Two Exams (Midterm 20% of grade; Final 25% of grade). There will be two exams in this class: a midterm and a final. These exams pose short answer questions based on lectures and readings. Neither exam is cumulative. Exam questions are drawn from discussion questions that we cover in class.

“Make up” exams are available only for legitimate family and medical related emergencies, and school-sanctioned events in which the student is a direct participant. Students seeking a “make up” exam must provide documentation and must contact me as far in advance of the exam as possible. I will then set a time and a place for you to take the exam. Please note that although “make up” exams will test the same material as the standard exams, the questions themselves may be altered.

Presentation (10% of grade.) Every student will be assigned to a group in order to make brief presentations of about 15 minutes length (max. 2-3 students per presentation). Topics for each presentation are listed on the course calendar below.

The guidelines for the presentation are as follows:

- Presentations should be around 15 minutes in length.
- Construct a set of PowerPoint slides for your presentation.
- Every student in the group should talk for an equal amount of time.
- The teams should meet before the presentation and decide what they are going to say.
- Be brief and analytical; organize your argument around the main points you want to make.
- You may also make use of video and other media in your presentation if you so choose (but this is not required), so long as the verbal parts of your presentation are about 15 minutes in length.

- Include a bibliography at the end of the presentation for the other students.
- Good presentations are typically minimal in appearance, and do not consist in the speaker reading from the slides.
- Nominate one member of the team to email a copy of the slides to the professor no later than 30 minutes before class time.
- Bring your presentation to class on a flash drive.

The presentation will be graded according to the following criteria:

- **Communication:** Were the key points conveyed clearly? Were the speakers engaging?
- **Content:** Were the main aspects of the topic covered? How good is the argument presented? How good is the evidence and the material used?
- **Presentation:** Good use of visuals? Timing respected?

Intelligence Collection Writing Assignment (5% of grade). In lieu of a regular class session on Sept. 14th, there will be a written assignment. You are to write 500 words (double-spaced, 12 pt. font, 1 inch margins) in response to the following prompt:

“Is one type of intelligence collection discipline (ie, HUMINT, SIGINT, IMINT, OSINT, etc.) to be preferred over the others? I.E., is that type more reliable or revealing?”

Please submit the assignment through the submission system in Blackboard by 5:00pm on September 16.

To make sure your essay respects the word-count, use the “review” tab in Microsoft Office and click on “word count,” make sure to un-tick “Include, textboxes, footnotes...”). A word count should appear at the end of your assignment.

The prompt asks for your opinion, but your thoughts should be informed by the readings, lecture, and/or discussions that we undertake in the prior week (ie, the class of September 7th).

The assignment should cite at least one source from the readings of September 7th (citations should be in Chicago format).

The assignment will be graded according to clarity of prose (the presence of complete sentences, paragraphs, correct spelling), the logic of your argument (free of contradictions, with a logical conclusion), and incorporation of material covered in prior classes.

Without proper documentation, assignments that are submitted late will receive an automatic 10 percent reduction in the grade. Essays submitted more than 72 hours after the deadline will not be accepted and will receive a zero.

Essay (25% of grade.) All undergraduate students are to submit **one 2,000 word essay due on the date specified on the calendar below** (to make sure your essay respects the word-count, use the “review” tab in Microsoft Office and click on “word count,” make sure to un-tick “Include, textboxes, footnotes...”). A word count should appear at the end of your essay. Please ensure that you keep to within +/-10% of the specified word limits. Essays that do not keep to within these limits will be penalized. **Graduate students are to submit a 3,000 word essay.**

Your essay will respond to one of the following questions (choose *one*):

1. To what extent will the technical collection and analysis of intelligence make human collection and analysis obsolete?
2. How effective was CIA covert action during the Cold War in terms of containing communism?
3. “Intelligence failure is political and psychological more often than organizational.” Discuss in relation to at least two examples of intelligence failure.

The essay must be submitted through the submission service in Blackboard. I will not accept hard copies or email submissions.

I have set Blackboard to allow repeated submissions until the deadline. In this way, you can check your paper for plagiarism and modify your paper. Only your final submission will be graded, and only the final plagiarism report will be counted. Further instructions for submission will be provided when we are closer to the due date.

Late submissions will only be tolerated in exceptional cases (such as a medical or family emergency). Without proper documentation, essays that are submitted late will receive an automatic 10 percent reduction in the grade. Essays submitted more than 72 hours after the deadline will not be accepted and will receive a zero.

The essay must of suitable scholarly standard, with all quotes and citations properly referenced.

Undergraduate students must use at least **three scholarly sources** (journal articles, academic books, government reports, etc.). The aim of the exercise is to gain practice at original research and to learn how to recognize a good source on which to base an argument. As such, websites and encyclopedias are not permitted for use as references.

All citations must be referenced in a footnote and use the Chicago referencing style. A style sheet is available in Blackboard.

A full bibliography must also be included at the end of the essay, listing all sources in alphabetical order. The bibliography must be excluded from the word count.

The aim of the essay is to gain practice at building an argument and to learn how to recognize good research. As such, students must provide attribution throughout their paper for each fact, assertion, or argument. Attribution is given with citations and a bibliography. All quotations should be cited, of course, but overly-extensive use of quotes to inflate your word-count will result in a lower grade.

Plagiarism, which is defined as claiming the work of others as your own, is totally unacceptable. As well, using the language of another source with only a few word changes is a form of plagiarism, even if you provide a properly cited reference. Attempting to artificially construct a paper by

pasting together the words of others, with little or not original writing of your own, is simply another form of plagiarism and will be treated as such. The aim here is for you to generate your own research.

UTEP's library resources for Intelligence and National Security Studies may accessed at: <http://libguides.utep.edu/content.php?pid=234281&sid=1938220>

A good bibliography covering the literature of intelligence studies is J. Ransom Clark's Bibliography: <http://intellit.muskingum.edu/>.

Essay grading criteria

- **Argument:** Stated in introduction? Convincing? Original?
- **Analysis:** Critical discussion/evaluation of facts? Conclusions logical?
- **Coherence:** Line of argumentation? Contradictions? Terms used consistently?
- **Structure:** Is the essay structured? Logical Structure? Systematic approach?
- **Research:** Enough relevant sources? Quality of sources? Primary sources?
- **Language and form:** Grammar/punctuation? Page numbers? Paragraphs? Referencing? Bibliography? Respecting word-count?

Further Reading

Christopher Andrew, Richard J. Aldrich and Wesley Wark (eds.), *Secret Intelligence: A Reader* (London: Routledge 2009)

Christopher Andrew, *For the President's Eyes Only: Secret Intelligence and the American Presidency from Washington to Bush* (New York: Harper 1995)

Richard K. Betts, *Enemies of Intelligence: Knowledge and Power in American National Security* (New York, 2007)

Michael Herman, *Intelligence Power in Peace and War* (Cambridge: Cambridge University Press 1996)

David Omand, *Securing the State* (London: 2010)

Abram N. Shulsky and Gary J. Schmitt, *Silent Warfare: Understanding the World of Intelligence* (Washington DC: Potomac Books 2002)

For a very useful annotated bibliography, see: J. Ransom Clark, "The Literature of Intelligence: A Bibliography of Materials, with Essays, Reviews, and Comments", <http://intellit.muskingum.edu/>

Grades

Grades are assigned according to the following scale:

Letter Grade	Percentage
A	90–100%
B	80–89%
C	70–79%
D	60–69%
F	0–59%

Classroom Conduct

Lecture and discussion based classes often present numerous issues. My goal is to make sure that everyone has an equal chance to do well. This means that rules are well understood, that an orderly environment exists that is conducive to learning, and that interference with other's learning is minimized so that all students have a fair shot. With this preamble in mind, I ask that all students accede to the following rules:

Classroom Conduct. Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions, and to do so without awkward confrontations with their fellow students. These distractions include: laptops, cell phones/smartphones and the like, talking during the lectures (unless recognized by the instructor), reading non-class material, falling asleep, etc. If you use a laptop to take notes during class, turn off the sound and restrain yourself from browsing the internet. If you need a phone for emergency purposes, leave it set to vibrate. Entering and leaving also creates significant distraction. It is your responsibility to be on time and stay for the entire class. In circumstances where you need to leave early, tell the professor beforehand. If you are unavoidably late, please enter the classroom with as minimum a disruption as possible. Repeated disruptions of class will lead to a reduction in your final grade.

Civility. The topic of the course is a contentious one fraught with numerous ethical and moral issues, dispute over the proper role of government, and questions of ends and means. In order to tackle these issues, to expose you to a variety of viewpoints, and to develop your analytic skills, this course is designed to emphasize discussion.

I therefore ask that all of you respect the opinions of your fellow students, even if you do not agree with them. This means not interrupting other students while they are speaking or verbally attacking them for their beliefs. Although it is necessary to connect theory and current events, I will cut short any debate that does not enhance the understanding of course concepts. I expect that you will offer substantive comments and questions when appropriate in class. I also expect you not to dominate a discussion, but to allow ideas to exchange freely. You are to maintain civility, respect for others, and professionalism.

Disabilities Statement

I will make any reasonable accommodations for students with limitations due to disabilities. Please send me an email or call me before or after class in the first two weeks to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services (CASS) in the East Union Bldg., Room 106 within the first two weeks of classes. CASS can also be reached in the following ways:

Web: <http://sa.utep.edu/cass/>

Phone: (915) 745-5148

Fax: (915) 747- 8712

Email: <mailto:cass@utep.edu>

Plagiarism and Academic Dishonesty Statement

Cheating is unethical and not acceptable. Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording: it is also not acceptable. Do not submit work under your name that you did not do yourself. You may not submit work for this class that you did for another class. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to: <http://www.utep.edu/dos/academic.htm> for further information.

Course Calendar & Assigned Readings

The following calendar is only a guide. Dates and topics are subject to change. Any changes will be announced in-class well ahead of time. It is your responsibility to keep up to date with any schedule alterations.

Readings marked “**BB**” are to be found in the Blackboard Learn system.

Readings marked “**WEB**” are found on the internet. External links can be found within the Blackboard Learn system.

Week 1: August 24: Course Introduction & What is Intelligence?

- Lowenthal, “What is Intelligence?”
- Hulnick, “What’s wrong with the intelligence cycle?” **BB**.
- Warner, “Wanted: A Definition of Intelligence” **WEB**.

Week 2: August 31: Intelligence Studies & History of the Intelligence Community

- Lowenthal, “The Development of US Intelligence”
- Lowenthal, “The US Intelligence Community”
- Scott and Jackson, “The Study of Intelligence in Theory and Practice.” **BB**.

Week 3: September 7: The disciplines of intelligence collection

- Lowenthal, “Collection and the Collection Disciplines”
- Aid and Wiebes, “Introduction on the Importance of Signals Intelligence in the Cold War.” **BB**.
- Hitz, “The Myths and Current Reality of Espionage.” **BB**.
- ***Student presentation, Group A:*** What is Open Source Intelligence (OSINT) and what are its main strengths and weaknesses?

Week 4: September 14: NO CLASS MEETING (Professor at conference).

There is no standard class meeting this week. As an alternative, please complete the following assignment. Write 500 words (double-spaced, 12 pt. font, 1 inch margins) in response to the following prompt: “Is one type of intelligence collection discipline (ie, HUMINT, SIGINT, IMINT, OSINT, etc.) to be preferred over the others? I.E., is that type more reliable or revealing?” Please submit the assignment through the submission system in Blackboard by 5:00pm on September 16. Further details can be found in the syllabus above.

Week 5: September 21: Intelligence Analysis

- Lowenthal, "Analysis"
- Kent, "Estimates and influence." **WEB.**
- Lowenthal, "Towards a reasonable standard for analysis: how right, how often on which issues?" **BB.**
- ***Student presentation, Group B:*** What were the main difficulties CIA analysts faced when estimating Soviet military and economic strength?

Week 6: September 28: The intelligence-policy nexus

- Lowenthal, "The Role of the Policy Maker"
- Lowenthal, "Tribal Tongues: Intelligence Consumers, Intelligence Producers" **WEB.**
- Betts, "Politicization of Intelligence: Costs and Benefits" **WEB.**
- ***Student presentation, Group C:*** What were the bomber and missile "gaps" of the 1950s and 1960s? How were they resolved?

Week 7: October 5: Intelligence failure(s)

- Betts, "Analysis, war and decision: why intelligence failures are inevitable" **BB.**
- Zegart, "September 11 and the adaptation failure of US intelligence" **BB.**
- ***Student presentation, Group D:*** What led to the attacks on Pearl Harbor? Can those events be described as an intelligence failure?

Week 8: October 12: MIDTERM EXAM (Weeks 1–7)

- No readings.

Week 9: October 19: Covert Action

- Lowenthal, "Covert Action"
- Harel, "The House on Garibaldi Street" [Chs. 1,5,11-12,16-17] **BB.**
- ***Simulation***
- ***Student presentation, Group E:*** What was Operation TP-AJAX (Operation Ajax)? Why and how was it carried out, and what were its long term consequences?

Week 10: October 26: Counter-intelligence and security

- Lowenthal, "Counterintelligence"
- Olson, "A Never-ending necessity: ten commandments of counterintelligence." **WEB.**
- Taylor and Snow, "Cold war spies: Why they spied and how they got caught." **BB.**
- ***Student presentation, Group F:*** Explain why Aldrich Ames and Robert Hanssen should be considered important. How good was the counter-intelligence work that led to their arrest?

Week 11: November 2: International intelligence cooperation

- Lander, "International Intelligence Cooperation: An Inside Perspective" **BB.**
- Sims, "Foreign Intelligence Liaison: devils, deals, and details" **BB.**
- Reveron, "Old Allies, New Friends: intelligence-sharing in the War on Terror" **BB.**
- ***Student presentation, Group G:*** What was Operation Cyclone, why is it important, and how did the intelligence liaison between CIA and Pakistan's ISI during the 1980s Afghanistan War work?

Week 12: November 9: Intelligence in War

- John Ferris and Michael Handel, "Clausewitz, Intelligence, Uncertainty, and the Art of Command in Military Operations." **BB.**
- ***Student presentation, Group H:*** What was the ULTRA program during the Second World War, and how effective was it?

Week 13: November 16: Intelligence ethics and accountability

- Lowenthal, "Oversight and Accountability" & "Ethical and Moral Issues in Intelligence"
- Quinlan, "Just Intelligence: Prolegomena to an ethical theory" **BB.**
- ***Student presentation, Group I:*** What was COINTELPRO, and what lessons can be learned from it?

Week 14: November 23: RESEARCH DAY (No class meeting).

- No readings. Use this week to work on your papers.

Week 15: November 30: Intelligence in Authoritarian States

- Anderson, “The Checkist Takeover of the Russian State” **BB**.
- Andrew and Elkner, “Stalin and Foreign Intelligence” **BB**.
- Pringle, “Andropov’s Counterintelligence State” **BB**.
- ***ESSAY DUE ONLINE BY 4:00pm ON NOVEMBER 30.***

FINAL EXAM: December 7, 7:00–9:45pm. (Weeks 8–16)

This syllabus is a guideline and is subject to change.
UPDATED: August 21, 2016